
Teaching in a Busy Practice Environment



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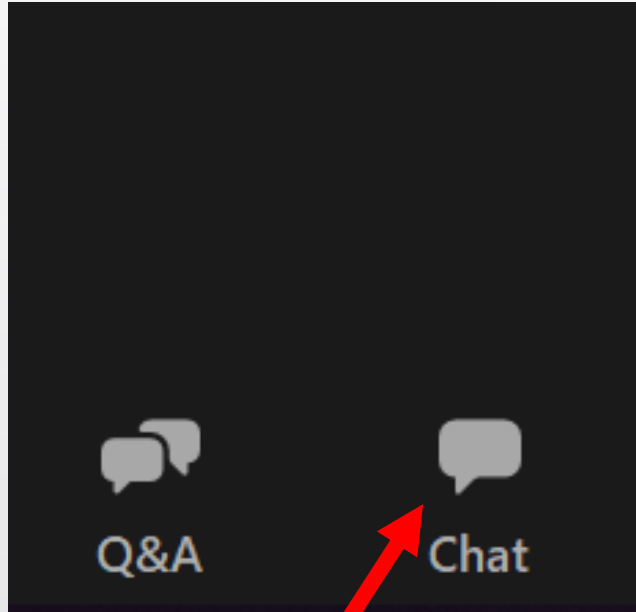
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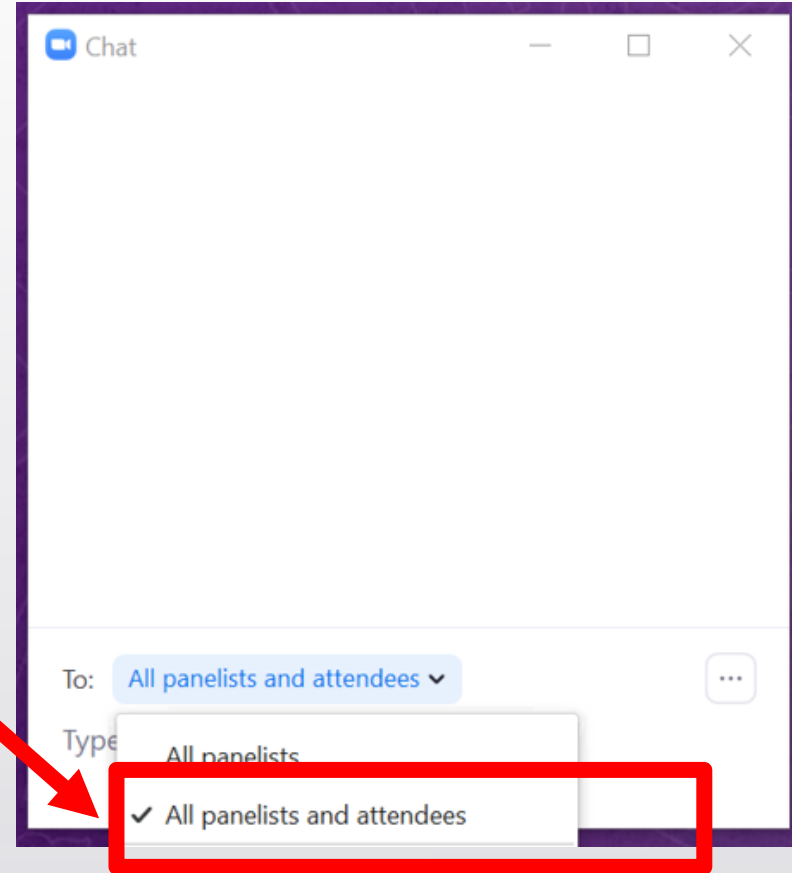


Please share teaching tip for teaching in a busy practice setting via chat feature.

Let's chat with the group!



Open the chat box found at the bottom of your Zoom screen or device.



Change from "All panelists" to "All panelists and attendees"



Objectives

1. Describe how to make the orientation of the student facilitate teaching and learning efficiency.
2. Describe strategies to set learner and staff expectations that will facilitate efficient teaching.
3. Describe strategies for teaching efficiently in a busy practice/clinical environment.



Overview for Session

1. Quick Review
 - ARCH Feedback Model
 - 5 Microskills
 - Teaching in presence of patients
 - Engaging students in patient education.
2. Wave Model
3. Orientation Preparation
4. “Sage” Tips from Richard Thacker, D.O.

ARCH Feedback Model

- Ask/Allow for self-assessment
- Reinforce things done well (KSA)
- Confirm what needs correction/improvement
- Help learner with improvement plan



Student as Reporter and Interpreter

- Tell how you want him/her to present patients via modeling
- Then questions to student can follow 5 Microskills
 1. Commitment elicited
 2. Probe for supporting evidence
 3. Reinforce correct thinking
 4. Correct Errors
 5. Teach a general rule





Strategy 1: You and student together

- **If student is just observing**
 - Give student an overview of what you will do.
 - Introduce student appropriately.
 - As appropriate, explain your exam to the student as you do it.
 - Allow questions at agreed upon time.
 - Ask student what he/she learned. You might say, “What is a take-away for you?”

Strategy 2: You and student together

- **If student is going to perform skill**
 - Have student verbalize what s/he will do.
 - Make corrections before student performs.
 - Step in as necessary.
 - Attend to responses of the patient.
 - Provide feedback during and after.

“To nurture learners’ professional development, educators must create a culture of observation-base coaching that is divorced from assessment”

LaDonna, K. Medical Education, 2017



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Strategy 3: Engage the student in providing education to the patient with you or staff member present.

Make the student part of the patient education process



Wave Schedule for Ambulatory Setting

- Patients selected for student to see.
- Preceptor sees 1 or 2 patients while student sees 1 patient.
- Preceptor finishes with his/her 2 patients
- Preceptor goes into exam room that has student and patient
 - Student presents patient
 - Interaction between student and patient
 - Preceptor asks questions to patient and examines as needed



Reference: Regan-Smith, An Efficient & Effective Teaching Model for Ambulatory Education
Academic Medicine, Vol 77, No. 7/July 2002



Students Can Do Following Time Saving Activities

1. Create and share patient education materials.
2. Educate patients verbally.
3. Write out patient instructions.
4. Check patient chart for health maintenance guidelines.
5. Locate and share current literature pertinent to care of patients and provide you with a summary of that lit.



Efficient Orientation of Student



Before the Student Arrives

- Prior to Student Arrival, Become familiar with:
 1. Clerkship syllabus
 2. Form you use to evaluate the student
 3. Form for evaluation of teaching site
 4. Form for evaluation of preceptor





Before Learner Arrives Set the Tone and Process

- E-mail student
 - Arrival and departure times
 - Physicians and Staff
 - Appropriate Dress
 - Orientation preparation
- Student Sends Back by DEADLINE
 - Rotations completed
 - Most enjoyable learning experiences
 - Desired residency
 - Important things desired to learn



Important Orientation Time Saving Strategy

- Spend 20-30 minutes with student
- Turn rest of orientation over to staff

Revise orientation based on reflection and staff input.



Entrustable Professional Activities for Entering Residency

1. Gather a history and perform a physical examination
2. Prioritize a differential diagnosis following a clinical encounter
3. Recommend and interpret common diagnostic and screening tests
4. Enter and discuss orders and prescriptions
5. Document a clinical encounter in the patient record
6. Provide an oral presentation of a clinical encounter
7. Form clinical questions and retrieve evidence to advance patient care
8. Give or receive a patient handover to transition care responsibility
9. Collaborate as a member of an interprofessional team
10. Recognize a patient requiring urgent or emergent care and initiate eval & mgt
11. Obtain informed consent for tests and/or procedures
12. Perform general procedures of a physician
13. Identify system failures and contribute to a culture of safety and improvement



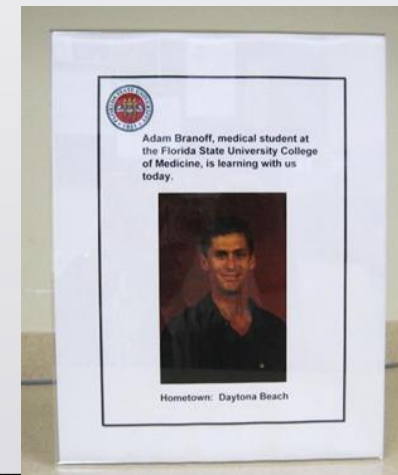
Teaching Tips

Richard Thacker, DO, FACOI
Assistant Dean of Clinical Sciences
Alabama College of Osteopathic
Medicine



Ideas from Rich Thacker, D.O. for Office Setting

1. Dr. Thacker mentioned idea of consent form to patient that gives permission for student to see patient.
2. Give patient opportunity to say he/she does not want student.
3. Make it clear to patients that a student is a student and is learning with you. Signage helps





Tips/Ideas from Rich Thacker, D.O. (Office Environment)

4. Remember what you liked as a learner and incorporate some of those ideas into the logistics of your teaching.
5. View yourself as a teacher of students in the direct sense, but also view yourself as a coordinator of student learning with a lot of help from colleagues and staff.
6. Key is to coordinate things in a way that student can learn in the context of the way you are already practicing.



Thacker Ideas Continued

7. Decide what the learner can learn from others and fix it so they spend time with those others (e.g. nurse, tech, etc.) Involve staff (nurse, med assistant, etc.) in orienting students.
8. Have student spend a full half day with office techs.
9. Have student spend half day just to watch how patients are seen in the office setting.



Thacker Ideas Continued

10. If it is a group practice and a partner doc has a patient with something he/she thinks the student needs to see then be flexible and let student go.
11. Give students some assignments and have him/her report to you on those assignments in a way that helps you and the student.
12. Having a lunch huddle about the 3rd day to discuss how the teaching learning process is going might be helpful. (STOP, START, CONTINUE)



Thacker Ideas Continued

13. Make sure student goes over patient chart before seeing patient.
14. Student should be directed to look at the patient schedule for the next day and to then do some appropriate reading and planning (looking at patient chart, etc.) at end of day.

Time Check
Skip to 29



Thacker Thoughts re: Hospital

15. Have student seeing patients in his ambulatory setting in AM and have lunch with him to talk about patients seen and then to do a pre-rounding discussion relative to hospitalized patients.
16. At hospital, patient interaction and contact is more important than taking a lot of time looking at patient chart on a computer screen.
17. Have student spend time examining and talking to patient.



Ideas Relative to Hospital cont'd

18. Students should see patient in context of pre-rounding by themselves.
19. If you need time to catch up at lunch (phone calls) have student go to hospital at lunch and create notes.
20. Student introduces self at hospital and student goes to see patients but you have to prep student as to what to do when seeing patient.



Ideas Relative to Hospital

21. Have student spend time with techs.
22. Make sure student is aware that he/she is responsible for answering the phone when you call.
23. Students need to learn how to prioritize their learning process. If patient is going to have a procedure, student should go and observe that procedure.



Dr. Thacker: Overall Big Points

1. Every preceptor should remember how he/she was trained and to then make improvements on that process.
2. Remember that you are a role model for students, so you are always teaching. You can't not teach.
3. View yourself as a teacher but also view yourself as a director/coordinator of the students learning process with a lot of help from staff.



Atlas Complex



Thank You for Attending This Session